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ABSTRACT

The scope and sequence for high school English-as-a-Second-Language (ESL) instruction outlines the goals, objectives, skills, and assessment techniques for an integrated, holistic curriculum for the ESL program found in most Chicago public high schools. It is not coordinated with specific instructional materials, but designed to be adaptable and flexible and used with teaching strategies and methods of the teacher's choice. Five skill areas (listening, speaking, reading, writing, and social) are targeted, with objectives for each to be integrated in actual instruction. The objectives for each skill area reappear through three language proficiency levels, to be retaught in greater depth at each level. English grammar is not a primary focus, but is to be included as needed to teach specific skills and enrich learning objectives. Checklists are provided for teacher use during assessment and observation, and suggestions are made for situational evaluation and assessment portfolios at each skill level. (Contains 17 references.) (MSE)

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SCOPE AND SEQUENCE FOR HIGH SCHOOL ENGLISH AS A SECOND LANGUAGE INSTRUCTION

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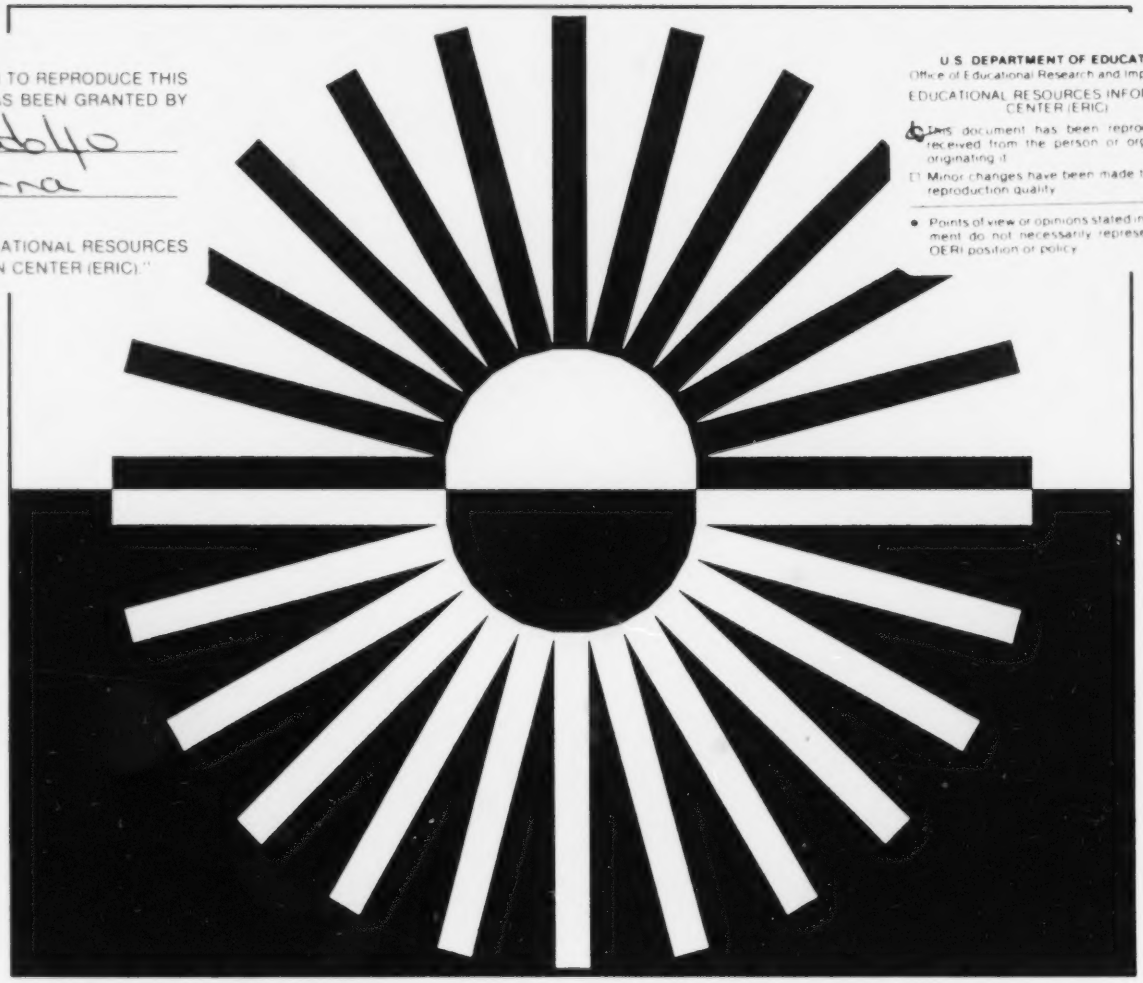

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SCOPE AND SEQUENCE FOR HIGH SCHOOL, ENGLISH AS A SECOND LANGUAGE INSTRUCTION

Chicago Public Schools

Ted D. Kimbrough
General Superintendent of Schools

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INTRODUCTION

Scope and Sequence for High School, English as a Second Language Instruction outlines the goals, objectives, skills, and assessment techniques for an integrated, holistic curriculum for the English as a Second Language (ESL) program found in most Chicago public high schools. The contents describe an ESL program model which, if adopted by many Chicago public high schools, would enable students who transfer from one local school to another to continue their ESL development without interruption.

This publication is not a companion to any other book or basal ESL series. It is meant to be flexible and adaptable. Particular teaching methods and strategies are not provided. Instead, teachers will select and develop methods and strategies which can best help their students reach the objectives. The objectives detailed in this book spiral--they reappear throughout the three levels. The objectives are meant to be retaught in greater depth as the student's facility in English increases. Teachers should expect non-English speakers and students with little (or no) schooling in their native countries to take more time with ESL I. Students with low native language skills will take more time in advanced ESL. Some school programs accomodate these different student abilities with "Introduction to ESL" (Subject Number 11810) and "Transitional ESL" (Subject Number 18640). Since they are not yet offered in all high schools, objectives for these classes are not included.

For the most part, English grammar is not highlighted in this publication. However, this does not mean that grammar study is to be ignored. If students are to be successfully mainstreamed, they must internalize English grammar rules, and they must be able to use correct and appropriate structures in speaking and writing. Grammar is to be included as needed to teach specific skills and to reach learning objectives.

The ESL objectives described in *Scope and Sequence for High School, English as a Second Language Instruction* are organized into five skills areas: listening, speaking, reading, writing, and social. In actual teaching, of course, it is impossible to separate the objectives in this way. Objectives are integrated, for example, when students learn the vocabulary for foods in ESL I. The class practices the authentic writing skill of listing grocery items, role-plays interactions in the grocery store, and perhaps visits one of the stores in the neighborhood to question clerks, as well as to look at the foods displayed in the store.

Many language development skills cannot be assessed with paper-and-pencil tests or in oral testing situations. ESL teachers must observe their students in natural situations, i.e., interacting in a group, asking for help in the classroom, writing in journals, and asking clarification questions of the teacher. Included in the Appendix to this publication are checklists from several sources. These checklists can be used to help focus teacher observation of various skills while assessing them holistically. In

addition, some suggestions for situational assessments are given at each level. In ESL I and II, these assessments are organized by semester, while in ESL III, they can be used several times during the year. Suggestions for the development of a portfolio of formal assessment instruments, graded classroom work, observations, and ungraded oral and written work are also provided.

Finally, a bibliography of sources used by the writers has been included in this publication. Teachers are encouraged to make use of these sources. They present some of the latest information on teaching foreign (and second) languages, and they offer many practical suggestions for activities and assessment tools that can be used in the classroom.

The writers would like to thank Jeanette Dailey and Christine Ewy of the Illinois Resource Center (IRC) for their review of the objectives and Margo Gottlieb, also of IRC, for her help with the section on portfolio assessment. Lucy Grieco of Senn Metropolitan Academy of Liberal Arts and Technology reviewed the manuscript, and Carmen M. Rivera, the project director in the Chicago Public Schools' Department of Language and Cultural Education, gave us needed support through some particularly trying times.

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GOALS OF ESL I

The beginning ESL student will develop basic communication competence in the areas of listening, speaking, reading, and writing. Importance will be placed on developing survival skills, articulating personal and social needs, and adapting to a new environment and culture.

1. The student will progress from a limited understanding of isolated words to a point where sentence-length utterances (supported by context) can be understood. The student will comprehend most words and phrases and be able to respond to commands and answer simple questions in familiar school and community settings.

2. The student will progress from being unable to communicate to a point where language is received and produced in simple conversations on topics of interest. The student will move from producing isolated words and memorized (often used) phrases to using learned utterances and recombining phrases in order to communicate.

3. The student will progress from being unable to read to being able to read the English alphabet. The student will also be able to establish word boundaries, identify contextualized words and phrases, and derive meaning from reading selections. The student will develop vocabulary and will recognize environmental print. From simple, structured texts, the student will summarize the main idea, sequence key events, recall important details, and answer information questions based on the text.

4. The student will progress from learning and forming the letters of the English alphabet to being able to copy familiar or memorized words and phrases with accuracy. The student will be able to write simple personal information, construct questions, and formulate answers related to highly contextualized material. The student will be able to recombine learned vocabulary and structures into simple sentences and short paragraphs on familiar topics. Errors in grammar, vocabulary, punctuation, and spelling will be prevalent.

5. The student will move from a particular, personal level of culture shock (due to total unfamiliarity with American culture and values) to a point where aspects of American culture and values can be identified, comprehended, compared, and contrasted with the native culture.

6. The student will move from socializing exclusively with his or her own ethnic group to making simple exchanges with, and appreciating differences among, peers from other countries.

7. The student will become familiar with the immediate classroom and school environment and (with varying levels of ease) will adequately participate in daily routine activities.

8. At the end of the second semester of ESL I, the student will determine his or her own level of proficiency in English as the result of an interview with the teacher and a review of the portfolio. If ESL I is not successfully completed, the student will choose a remediation (with teacher assistance) such as summer school or tutoring.

GOALS OF ESL II

The student will continue to develop basic communication, cognitive, and academic skills in English. Stress will be placed on the student's ability to communicate ideas in group discussion. The student will be introduced to authentic literature.

1. The student will comprehend and evaluate the general meaning of oral discourse spoken in standard English. The student will understand and follow classroom instructions and requests.

2. The student will make needs, ideas, and opinions understood using appropriate vocabulary not limited to familiar or memorized material. Errors in pronunciation, grammatical structures, and vocabulary selection are still expected. Attention getting devices and conversational conventions will be used in small-group discussions. In discussions on a variety of topics, the student will describe people, places, and things in increasing detail and will use appropriate speech registers for a variety of purposes.

3. The student will read (silently and aloud) level-appropriate expository and narrative material with general comprehension. The student will determine the meaning of new words from their structure and context and will be able to identify various organizational patterns in writing. The student will begin to make appropriate inferences from reading and will understand the overall idea, key ideas, and some supporting details.

4. The student will use various patterns of language development to express knowledge, ideas, and opinions in written discourse for various private and public purposes. The student will also recognize and use grammatically complete sentences in writing. The student will be able to join meaningful sentences together to form a cohesive paragraph and (later) a short essay. The student will also understand that writing is a process of drafting, revising, and rewriting.

5. The student will make socially acceptable responses in conflict situations typically found in American schools and society. The student will make decisions which consider both personal heritage and the new culture. The student will interact with people outside the native culture with greater ease.

6. The student will monitor personal growth and progress in English. At the end of the second semester of ESL II, the teacher and the student will determine either the student's readiness for ESL III or the need for remediation in summer school and/or tutoring before entry to ESL III.

GOALS OF ESL III

The student will refine cognitive (academic learning) skills in the areas of listening, speaking, reading, and writing. Stress will be placed on reading authentic English texts and on writing academic assignments.

1. The student will understand most connected discourse spoken in standard English regarding topics of value and interest (school, community, entertainment, social interaction, etc.). Misunderstandings will still occur in unfavorable conditions (i.e., noise, slang).

2. In social and academic conversations and other oral discourse, the student will speak English comfortably, understandably, and appropriately. The student will be able to use various strategies to express needs, opinions, and ideas if listeners indicate misunderstanding. The student will be able to narrate in present, past, and future tenses correctly. The student may exhibit errors in syntax, pronunciation, etc.

3. In areas of familiarity and interest, the student will read written material with ease. In decontextualized academic texts, the student will use various strategies to understand expository prose. The student will become aware of literary types, styles, and themes in fiction and nonfiction and will understand and evaluate simple, authentic literary texts.

4. In writing, the student will be able to take notes and write summaries. The student will also use various patterns of language development to express knowledge, ideas, and opinions in grammatically correct, well-organized discourse of at least several paragraphs in length. Social correspondence will be written with ease. Errors in syntax, spelling, and etc. will still appear, but they will not impede the reader's comprehension.

5. Socially, the student will interact with aspects of American culture with comfort. The student will be able to identify points of conflict and resolve those conflicts by accommodating native cultural norms to American cultural norms (with support from peers, teachers, and others). The student will be comfortable interacting with others outside the native culture.

6. The student will either transition into a mainstream (general program) English class (with bilingual support if available and needed) or recognize and accept the need for time in a transitional ESL class.

ESL I OBJECTIVES

Listening Skills

1. The student becomes consciously aware of specific purposes for listening such as interactional (social) listening and transactional listening used for transferring or extracting information:

    - Engages in active and passive listening
    - Applies relevant preexisting internal information to construct interpretation
    - Selectively listens, interprets, and summarizes information
    - Distinguishes memory (recall) from comprehension (interpretation)

2. The student distinguishes listening behavior appropriate to classroom and non-classroom situations:

    - Pays attention to and establishes eye contact with the speaker
    - Remains silent and is not distracted by others
    - Acknowledges spoken discourse with a nod, smile, or laugh or expresses confusion
    - Screens important facts and details from the oral discourse of familiar people
    - Exhibits American cultural behavior for listening interactively

3. The student discriminates basic and common American English speech patterns:

    - Understands isolated words, cognates, high frequency social conventions, short phrases, and some sentence-long statements and questions where context strongly supports understanding (Semester 1)
    - Discovers stress, rhythm, and intonation systems and patterns of English
    - Distinguishes word boundaries and recognizes word order patterns of the target language (Semester 1)
    - Comprehends some words and phrases about basic personal information or immediate physical setting (Semester 1)
    - Follows printed text during oral reading (Semester 1)
    - Understands and summarizes the content of a simple message (Semester 2)

4. The student listens in order to meet clearly defined expectations:

    - Notes key words and phrases
    - Distinguishes relevant from irrelevant speech through appropriate questions
    - Responds differently to live and recorded speech
    - Obtains information through use of visual and aural environmental clues

5. The student recognizes various elements of formal and informal discourse:

   - Increases comprehension of oral discourse by recognizing redundancies
   - Distinguishes formal uninterrupted discourse from short, spontaneous colloquial conversation
   - Compares and contrasts formal vocabulary and structures to those which are more colloquial
   - Understands the intonation patterns and vocabulary of spontaneous disconnected conversation heard in short segments

6. The student develops strategies to improve his or her listening comprehension:

   - Engages in tasks designed to increase comprehension
   - Places importance on perceiving sounds accurately and recognizes interference from native language
   - Learns to screen out "noise" and fills in gaps in meaning when "noise" causes interference (Semester 2)
   - Realizes that successful comprehension does not always require total (100%) comprehension (Semester 2)
   - Learns to make predictions based on an understanding of the pronunciation, vocabulary, and grammar of the target language (Semester 2)
   - Uses visual and aural environmental clues to gather important information
   - Actively practices listening in non-classroom and/or high context situations

7. The student follows classroom procedures, exhibiting a knowledge of rules and explanations:

   - Understands frequently used classroom commands
   - Ascertains classroom expectations and requirements from teachers and peers (Semester 1)
   - Follows single step (Semester 1) and two or three step (Semester 2) directions.
   - Determines interaction patterns with teacher and peers
   - Listens to oral actions and reactions in the classroom

8. The student self-monitors for problems which hinder successful listening (Semester 2):

   - Discovers that adequately heard discourse may not be understood
   - Becomes aware of confusion which results from inadequate processing of aural information (Confusion prohibits participation in classroom activity or discussion.)
   - Identifies times when lack of attention results in incoherent interpretations

Speaking Skills

1. The student communicates basic needs and experiences by using appropriate body language, gestures, target language words, intonation, pronunciation, and simple speech patterns:

    - Adapts what he or she needs to communicate to acquired English vocabulary
    - Uses learned vocabulary for English paraphrase and circumlocution
    - Learns gestures appropriate to American culture
    - Seeks help and requests information
    - Asks and answers "yes/no," some "wh-" (Semester 1), all "wh-" and tag questions (Semester 2) by using learned vocabulary

2. The student recognizes different communication purposes such as clarifying, information sharing, reporting, and socializing (using developmental structures and social conventions):

    - Initiates, sustains, and closes a simple conversation
    - Introduces self
    - Orders a simple meal
    - Asks for and understands simple directions
    - Knows how to make simple purchases
    - Exchanges polite greetings and closings
    - Exchanges personal and school information (Semester 2)
    - Relates information using sequence and detail
    - Conveys simple messages by using recall or question and answer exchanges
    - Gives and acknowledges commands to and from other students
    - Describes objects, people, settings, and events

3. The student expresses his or her opinions and feelings:

    - Communicates likes and dislikes
    - Describes personal perceptions of different aspects of life
    - Responds to questions or comments from peers

4. The student describes family members, home, school, community, holidays, and past, present, and future activities:

    - Uses learned vocabulary or simple sentences to explain or describe concepts

- Employs simple verb tenses (present and present continuous) (Semester 1), and adds past, past continuous, and future tenses as appropriate to level (Semester 2)
- Distinguishes details

5. The student becomes aware of his or her need for different registers of speech given different situations (Semester 2):

    - Uses informal learned vocabulary with friends and family
    - Uses more formal learned vocabulary with teachers and other school authority figures and non-school authority figures

Reading Skills

1. The student recognizes and understands environmental print (Semester 1):

    - Using learned vocabulary, the student reads classroom directions, items on menus, schedules (such as television program logs), signs for commercial advertising and traffic control, standardized messages, notes, etc.

2. The student reads sentences, paragraphs, and simple short stories on familiar topics (silently or aloud):

    - Recognizes symbols of the English alphabet (Semester 1)
    - Identifies highly contextualized words from learned vocabulary, including cognates and borrowed words
    - Uses grammar rules to identify and substitute different word forms in simple, highly contextualized texts (Semester 2)

3. The student develops strategies to improve his or her reading comprehension of simple texts on familiar topics:

    - Gathers information about familiar content from illustrations, maps, charts, graphs, diagrams, tables, and time lines (Semester 1)
    - Identifies key words (Semester 1) and uses context clues (Semester 2)
    - Demonstrates literal comprehension of sentences (Semester 1) and passages (Semester 2)
    - Summarizes the main idea and sequences key events (Semester 2)
    - Links details to the main idea (Semester 2)
    - Retells a story in own words (Semester 2)
    - Recalls information and demonstrates comprehension in answers to "yes/no," some "wh-" (Semester 1), and all "wh-" and tag questions (Semester 2).

4. The student forms opinions based on reading simple narratives and expository writing (Semester 2):

    - Participates in reading discussion groups
    - Expresses opinions and feelings
    - Compares and contrasts information
    - Responds to comments about a reading selection
    - Recalls personal experience and world knowledge, evaluates it, and synthesizes old with new material
    - Predicts conclusions

5. The student uses picture and bilingual dictionaries as references:

    - Associates native language words with pictures and English words
    - Establishes correspondences between the native language and English

Writing Skills

1. The student displays an acceptable English writing style:

    - Produces basic strokes to form letters of the English alphabet and Arabic numbers
    - Copies (or reproduces from memory) familiar words or phrases including names, dates, information about self, etc.
    - Writes simple fixed expressions and limited, memorized material

2. The student completes simple declarative and interrogative sentence stems using learned vocabulary:

    - Uses context clues to guess the appropriate word from known vocabulary
    - Fills in the appropriate word in modified (*CLOZE*) assignments

3. The student writes words, simple sentences, and/or controlled narrative paragraphs which relate recent events or personal experiences or describe friends, families, objects, or locations using learned vocabulary:

    - Uses simple present and present continuous tenses (Semester 1) and uses past, past continuous, and future tenses (Semester 2)
    - Tells intended meaning of written work when asked to clarify (Semester 2)

4. The student understands and creates simple authentic writing, using learned vocabulary (Semester 2):

   - Develops lists (chores, groceries, names of friends, etc.)
   - Writes simple messages to friends and family
   - Writes post cards and personal letters
   - Writes simple invitations and thank you notes
   - Responds in writing to concrete spoken questions and/or comments

5. The student writes short paragraphs on specific topics (Semester 2):

   - Understands topics
   - Consults with peers or teachers for specific vocabulary words or spellings
   - Presents ideas in a sequenced, logical order
   - Uses acceptable grammar, punctuation, and spelling
   - Rereads, reviews, and revises work

6. The student employs standard rules and guidelines for writing:

   - Uses correct capitalization, spelling, and punctuation
   - Writes legibly, maintains margins, and indents paragraphs

Social Skills

1. The student understands classroom structure and rules:

   - Understands classroom management procedures
   - Exhibits proper gestures to gain recognition from teacher and peers, to ask questions, or to make statements
   - Responds accurately to teacher's questions
   - Understands homework format procedures and assignments
   - Comprehends classroom expectations and procedures from spoken or written guidelines and from observation of actions and reactions reinforced in the classroom
   - Avoids distraction of peers. Pays full attention to teacher and/or classroom activities

2. The student follows high school procedures:

   - Follows procedures in attendance-related matters
   - Follows school schedule
   - Understands lunchroom procedures
   - Demonstrates appropriate behavior and respect for classmates

- Orients self to school and to locations of available resources
- Understands library rules regarding the use of reference materials and books
- Respects adult roles, responsibilities, and authorities in the school setting
- Recognizes peer behavior that is acceptable or unacceptable in the school
- Acquaints self with consequences of deviating from school norms

3. The student demonstrates knowledge of and appreciation for American culture and values:

   - Identifies various aspects of culture and values
   - Compares and contrasts native with American cultural values, and makes appropriate choices where values differ

ESL II OBJECTIVES

Listening Skills

1. The student comprehends the general meaning of lectures, explanations, and demonstrations, as well as social conversation:

    - Increases listening attention span from that which was developed in ESL I
    - Develops listening strategies to recognize main ideas and important details (Semester 1)
    - Actively practices listening skills outside of the classroom
    - Recognizes oral markers, speech intonation, and emphatic speech patterns
    - Recognizes gestures which emphasize, explain, or expand what is said

2. The student understands and follows multi-step instructions and requests:

    - Recalls and/or retells a set of instructions in the proper order
    - Interprets and follows teacher's instructions and/or requests in their proper sequence

3. The student understands the concept of time as expressed by different verb tenses:

    - Differentiates among present, past, and future
    - Adds perfect (Semester 1) and conditional (Semester 2) tenses as appropriate

4. The student evaluates oral discourse:

    - Judges validity (Semester 1)
    - Summarizes and retells (Semester 1)
    - Refines recognition of various registers (formal, informal, etc.)
    - Formulates opinions (Semester 1)
    - Recognizes nuances in intonation patterns which suggest humor, sarcasm, and earnestness (Semester 2)
    - Recognizes cause and effect relationships (Semester 2)

Speaking Skills

1. The student refines his or her understanding and pronunciation of English:

    - Self-monitors for interference from native language
    - Asks teachers and peers for verification of understanding and pronunciation

2. The student asks and answers questions:

   - Regarding information (Semester 1)
   - Based on content-area materials
   - Necessary for clarification

3. The student uses appropriate vocabulary to express ideas and opinions:

   - Acquires vocabulary specific to content area courses as well as the ESL class
   - Manipulates acquired vocabulary to express ideas and opinions clearly
   - Begins to function independently outside of school, increasing self-esteem through successful encounters (Semester 1)
   - Takes risks by recombining learned utterances to express needs, ideas, and opinions

4. The student participates in small group discussions on a variety of topics:

   - Applies conversational conventions using attention-getting and giving strategies
   - Discusses topics of current public and personal interest which use learned vocabulary
   - Develops discussion from teacher prompts
   - Introduces previous knowledge or experience to expand discussion

5. The student describes people, places, and things in increasing detail:

   - Makes short oral presentations using material from various content areas
   - Makes oral presentations about famous people and characters in a short story
   - Describes locations lived in or visited (Semester 1)

6. The student uses informal speech for a variety of purposes:

   - Relates personal experiences, stories, and jokes to family members, friends, and peers (Semester 1)
   - "Chats" on the telephone (Semester 1)
   - Uses appropriate language in informal consumer situations, i.e., stores, public institutions, etc.

Reading Skills

1. The student understands written instructions:

   - Completes assignments by following written instructions (Semester 1)
   - Recognizes confusion which results from misunderstanding written instructions

2. The student is able to independently determine the meaning of new words from structure and context:

    - Understands prefixes and suffixes and their uses (Semester 1)
    - Applies word attack skills to determine meaning
    - Verifies guesses of word meanings in dictionary or with teacher or peers
    - Relates words to previously learned vocabulary

3. The student reads and generally understands level-appropriate expository and narrative material:

    - Reads simple short stories, biographies, one-act plays, newspaper articles of personal interest, etc.
    - Relates illustrative and graphic material to text
    - After reading the title and chapter names, makes predictions about content
    - Recognizes main ideas and obvious supporting details (Semester 1)
    - Retells stories and other written materials in own words with some detail
    - Discriminates factual material from fiction. (Semester 1)
    - Classifies material as to simple literary type-- short story, play, biography, poem, expository writing (Semester 1)
    - Recognizes own experiences in literary pieces
    - Applies reading as a means of understanding own life experiences and learning about American culture
    - Develops opinions from reading
    - Realizes that successful reading does not require 100% comprehension

4. The student identifies and distinguishes various patterns of organization (i.e., sequence, compare/contrast, and cause and effect) in expository writing.

5. The student identifies character, plot, and setting in short stories (Semester 1).

6. The student begins to make appropriate inferences (Semester 2):

    - Recognizes author's purpose
    - Predicts possible outcomes of short stories or plays
    - Provides possible endings to unfinished stories

7. The student uses resources for understanding academic material:

    - Applies information from tables of contents, glossaries, indices, etc. (Semester 1)
    - Recognizes system of print markers, i.e., bold-face type, italics, use of color in type, Roman numerals, etc. (Semester 1)

- Recognizes different written formats--paragraph, outline, graph, newspaper column, dialogue in plays, etc. (Semester 2)

8. The student locates and uses information:

   - Locates information in various sources, such as telephone directories, newspapers, magazines, etc. (Semester 1)
   - Uses resources in the library with help from a teacher or librarian (Semester 2)

9. The student reads in English for pleasure and general knowledge:

   - Forms opinions about favorite types of reading material (Semester 1)
   - Expands repertoire of reading and is willing to be challenged by new material (Semester 2)
   - Keeps a reading log

Writing Skills

1. The student recognizes and uses grammatically complete sentences in writing (Semester 1):

   - Constructs sentences with subject and appropriate predicate
   - Distinguishes between complete and incomplete sentences
   - Uses conventional punctuation

2. The student joins meaningful sentences together to form a cohesive paragraph:

   - Understands the components of a paragraph (main idea and supporting sentences) (Semester 1)
   - Begins to recognize elements of cohesion, such as pronoun and antecedent agreement, tense, unity of topic, transition words, etc. (Semester 2)

3. The student writes for a variety of private and public purposes:

   - Composes simple, brief essay answers, and uses details, examples, and/or reasons
   - Summarizes from oral or printed materials
   - Composes simple business letters and personal letters (Semester 2)
   - Writes a two or three paragraph story about feelings or emotions based on an illustration or prompt given by the teacher
   - Writes simple narrative, descriptive, and expository paragraphs
   - Writes journal entries, formal invitations, thank-you notes, recipes, messages, etc.
   - Writes a book report which includes a brief plot summary, character description, setting, and opinion (Semester 2)

4. The student organizes information for writing:

    - Uses chronological and spatial patterns (Semester 1)
    - Employs simple transitions in writing, such as "first," "second," "next," "then," "finally," etc.

5. The student begins to use patterns of development in a three-paragraph essay:

    - Introduces topic (Semester 1)
    - Uses details, reasons, examples, comparison/contrast, and cause and effect relationships to develop topic (Semester 2)
    - Concludes by restating introduction (Semester 2)

6. The student understands that writing is a process of drafting, revising, and rewriting:

    - Monitors own writing
    - Shares writing with teacher and peers for suggestions
    - Revises what has already been written
    - With help, edits for appropriate word order, verb tense, and subject/verb agreement
    - Writes final draft which incorporates editing suggestions and needed corrections

Social Skills

1. The student generates and selects responses to conflict situations that are socially acceptable in American schools and society:

    - Identifies ways in which Americans recognize, interpret, or acknowledge feelings
    - Exhibits a knowledge of consequences of specific choices in expressing feelings in American schools and society
    - Recognizes peer behaviors that are acceptable/unacceptable in American schools and society
    - Matches behaviors acceptable to Americans with goal achievement in conflict situations

2. The student makes decisions which consider heritage and new cultural demands:

    - Evaluates points of view from media, other cultures in the school, and own culture
    - Predicts risks, benefits, and consequences of actions within own cultural norms and those of other cultures
    - Considers the rules of the school and the laws of the community and country when making choices

ESL III OBJECTIVES

Listening Skills

1. The student is able to effectively follow most personal conversations, classroom academic lectures, and other connected expository discourse:

    - Grasps main ideas and most details from connected oral discourse
    - Recognizes and listens for oral markers and key words
    - Recognizes and listens for oral organization patterns
    - Infers meaning of unfamiliar words from oral context or continues active listening even if all words are not understood
    - Identifies purpose of message

2. The student follows (and generally understands) a sequence of ideas:

    - Recognizes and responds to oral sequence markers
    - Recognizes and responds to gestures which accompany speech
    - Takes simple sequential notes from oral discourse (Semester 1)

3. The student is able to selectively follow and understand news stories and other programs on radio and television, lyrics on records, movie dialogues, etc. (Semester 1):

    - Summarizes news and other programs
    - Reports listening experiences to others

4. The student evaluates and critiques oral messages:

    - Listens to the whole message before judging
    - Makes inferences with awareness of cultural and social references and emotional overtones (Semester 1)
    - Identifies and describes inconsistencies among verbal and nonverbal cues (Semester 1)
    - Distinguishes fact from opinion and both from propaganda (Semester 2)

5. The student discriminates and listens actively to those messages which apply to, involve, or interest self:

    - Recognizes applicable vocabulary in announcements (Semester 1)
    - Recognizes and attends to attention markers in the classroom (Semester 1)
    - Recognizes items of interest in news broadcasts and commercials (Semester 1)
    - Understands overheard conversation in which he/she does not take part (eavesdropping) (Semester 2)
    - Continues to actively practice listening outside of the ESL classroom

Speaking Skills

1. The student speaks English comfortably, and uses informal and formal registers (as needed) in most situations:

    - Differentiates among registers used in social, academic, work, and other situations
    - Uses appropriate rate and volume

2. The student is generally understood by native English listeners:

    - Monitors self and corrects spoken English if necessary
    - Uses a dictionary to check and correct pronunciation

3. The student uses a variety of organizational patterns in oral messages:

    - Draws on acquired vocabulary from informal and academic language
    - Expands, combines, and otherwise elaborates sentence patterns
    - Uses various forms of indirect speech (Semester 1)
    - Organizes and delivers oral reports

4. The student initiates, participates in, and closes conversations on practical, social, academic, and uncomplicated abstract topics:

    - Understands the main idea of a particular conversation and contributes to that idea
    - Uses appropriate examples
    - Uses necessary vocabulary and grammatical structures
    - Uses appropriate paraphrase and circumlocution when needed, but avoids ambiguity
    - Knows and uses strategies of attention getting, intervention, attention-giving, and appreciation

5. The student clearly expresses needs, ideas, values, and points of view orally:

    - Uses appropriate vocabulary in various settings such as social, classroom, gym, oral report, etc.
    - Maintains organization of ideas
    - Demonstrates awareness of familial and cultural values that may differ from those of the target language (culture)
    - Presents his/her point of view in group discussion and/or an oral presentation without giving or taking offense at differences in cultures/values/ideas

6. The student is comfortable asking and answering appropriate questions in everyday situations (in a store, at the doctor's office, etc.) and in social and academic situations:

    - Continues to ask questions for clarification
    - Uses abstract analogies (simile, metaphor, imagery) to demonstrate knowledge (Semester 1)
    - Understands and acts on the need for oral interaction in the American classroom

Reading Skills

1. The student meets his or her personal needs for everyday functional reading in personal, social, and school areas:

    - Functions in school; reading and noting schedules, policy and procedure guidelines, forms, etc.
    - Selectively reads those items appropriate to self
    - Chooses books and other reading materials in keeping with interest areas

2. The student reads most styles and forms of English pertinent to academic and social needs (descriptions, narrations, news items, social notices, simple technical material, etc.):

    - Recognizes and discriminates among descriptive, expository, and persuasive forms (Semester 1)
    - Monitors self and adjusts reading rate as needed
    - Reads for enjoyment and maintains a reading log

3. The student recognizes and uses external and internal organization of expository material to maximize comprehension in ESL and content-area classes:

    - Previews by scanning for key words, boldface type, and other print markers
    - Focuses on format and other physical features of expository material, such as table of contents, index, headings, etc., to gather clues about priorities placed on ideas and information in material
    - Identifies patterns of relationships in material, i.e., concept pattern sequence, generalization, cause and effect, comparison/contrast, etc.
    - Employs semantic mapping to see relationships
    - Determines meanings of unknown words from context and structure of text

4. The student locates and interprets information from available print and technological sources (Semester 1):

    - Finds information in the library using a card catalog and/or electronic data base (Semester 1)
    - Uses reference books, media resources, or interactive technology to find specific kinds of information
    - Chooses information germane to need
    - Distinguishes between useful and useless information
    - Asks questions, makes connections and associations to previous knowledge, questions information that doesn't fit previous knowledge, thinks critically, and synthesizes pertinent information

5. The student incorporates information into previous knowledge, synthesizing, analyzing, and using information to enhance understanding:

    - Integrates new knowledge with previously learned material
    - Uses illustrations, maps, graphs, and charts
    - Takes simple notes from selected materials (Semester 1)
    - Compares new knowledge to that acquired in native culture

6. The student uses literary terms to analyze various types of level-appropriate literature (short stories, poems, plays, etc):

    - Identifies and interprets different genres: myth, fable, folk tale, realistic and historic fiction, biography, poetry, short story, novel, and/or drama (Semester 1)
    - Identifies mood, setting, plot, and character in short stories (Semester 1)
    - Identifies obvious examples of symbolism, figurative language, and sensory images (Semester 2)
    - Identifies obvious onomatopoeia, alliteration, rhyme, etc. (Semester 2)

7. The student evaluates selected simple, authentic literary pieces:

    - Articulates and compares points of view (Semester 1)
    - Develops an awareness of use of target language as literary language in authentic literature (Semester 2)
    - Evaluates appropriateness of style and technique (Semester 2)

8. The student determines author's purpose:

    - Interprets author's intended meaning (Semester 1)
    - Infers relationship between author's intent and language usage
    - Combines new awareness with prior knowledge to develop broad ideas and generalizations

9. The student expresses his or her opinion of a literary work and explains the basis for that opinion:

    . Becomes aware of author's viewpoint or purpose
    . Agrees or disagrees with author, and gives reasons
    . Recognizes themes in more complex reading material

10. The student explains the literal and inferential meanings of a reading selection and their association and/or applicability to own ideas, life experiences, and culture:

    . Compares new insights to prior knowledge and experiences
    . Employs perception of relationship in organizing ideas

Writing Skills

1. The student meets most personal, social, and academic writing needs in a manner comprehensible to native readers:

    . Demonstrates accumulated vocabulary in written work
    . Becomes aware of differences in writing style between own culture and target culture, if any, and adapts style when necessary

2. The student differentiates styles of writing depending on the audience and the purpose:

    . Writes for self in journals and/or diaries
    . Conducts written dialogue with teacher in journal
    . Targets wider audience within the school setting
    . Writes for an audience outside the school

3. The student summarizes material from oral and print sources (Semester 1):

    . Discerns main ideas
    . Recognizes and maintains sequence of ideas
    . Substitutes own vocabulary when needed

4. The student demonstrates the knowledge and skills necessary to write--from conception to completion (Semester 1):

    . Formulates topics before writing
    . Considers approach to topic
    . Monitors own writing and understands the need for revision
    . Writes appropriate conclusions

5. The student uses a variety of methods to develop and support main ideas in descriptive paragraphs, narrative paragraphs, and/or short essays (Semester 1):

    - Provides descriptive details
    - Justifies opinions with reasons
    - Compares and contrasts familiar subjects
    - Lists examples for generalizations
    - Includes viewpoints of an authority as appropriate
    - Begins to develop variety in style

6. The student recognizes the mechanics of writing appropriate to a particular task:

    - Recognizes and corrects fragments, run-on sentences, spelling, punctuation, and grammar errors
    - Alone, with peers, and/or with teacher, edits written work for form, structure, and content
    - Revises and rewrites as needed
    - Recognizes errors in another writer's work when sharing work in small groups, and provides constructive criticism

7. The student displays cohesion in his or her writing:

    - Uses appropriate transitional and cohesive words within a paragraph and among paragraphs (Semester 1)
    - Presents ideas in meaningful order

8. The student recognizes and appreciates good writing in the target language.

9. The student is able to write a brief research paper (Semester 2):

    - Formulates a problem or question of interest which is appropriate to grade level
    - Skims and/or reads to gather pertinent information
    - Maps and organizes ideas
    - Takes notes from various sources and combines them to organize ideas related to the topic
    - Refines and reconceptualizes as new information is gathered
    - Prepares an introduction, body, and conclusion
    - Composes a report that achieves the student's intent

Social Skills

1. The student sets specific goals and criteria for any given project or assignment.

2. The student clarifies criteria for evaluation of work in ESL and content-area classes:

    - Understands the characteristics of high-quality work
    - Accepts appropriate criticism
    - Gives reasons for thinking criticism or evaluation is wrong or unfair
    - Demonstrates willingness to reassess and improve work

3. The student demonstrates willingness to risk mistakes in conversation and class participation.

4. The student cooperates with peers in small groups, on projects, and in class:

    - Accepts various roles in groups
    - Gives and accepts support when needed
    - Rewards self and others for success

5. The student demonstrates awareness that achieving personal goals in conflict situations may require choosing behaviors acceptable to Americans.

6. The student accommodates native cultural behaviors, values, norms, etc. to American cultural norms and vice versa as needed at points of conflict.

7. With teacher or counselor support, the student identifies current life options and his or her own level of readiness to pursue them (family, vocation, higher education, avocation, residence, etc.).

8. With teacher or counselor support, the student recognizes possible consequences of choices.

ASSESSMENT OF LISTENING SKILLS

ESL I Criteria

Semester 1

1. The student answers (orally or in writing) highly contextualized "yes/no" and some "wh-" questions in the present tense. Questions refer to basic needs, environment, self, family, school, neighborhood, etc.

2. The student responds accurately to teacher-lead, single-step instructions (i.e., passing/returning papers).

3. The student demonstrates listening behavior appropriate to the classroom situation.

4. The student complies with classroom rules and procedures with teacher-peer reinforcement.

Semester 2

1. Orally or in writing, the student answers "yes/no," all "wh-", and tag questions about basic needs or the environment using present, past, and future tenses.

2. The student follows teacher-led, multi-step instructions (i.e., setting a table for a meal).

3. In a small group, the student writes dialogues using redundant language that contrasts elements of formal or informal discourse.

4. After listening to a taped passage (individually or in small groups), the student distinguishes what was heard from what was understood.

5. The student responds appropriately and meaningfully to an interview focused on listening difficulties (i.e., paying attention, hearing accurately, comprehending, or interpreting).

6. The student exhibits varied listening patterns during periods of social or transactional listening.

ESL II Criteria

Semester 1

1. After listening to a narration and receiving a set of questions based on the particular passage, the student provides answers that show comprehension of the main ideas and the important details.

2. After listening to multi-step directions on how to accomplish or prepare something, the student completes the task.

3. After interviewing a classmate, the student reports the information gathered.

Semester 2

1. After listening to a narration, the student retells the story in his or her own words in a small group setting.

2. After reviewing topics discussed in the ESL classroom or in content-area classes, the student answers contextualized questions (orally or in writing).

3. After listening to a narration, the student is able to develop questions which elicit information on what was heard. Classmates can understand and answer the questions.

ESL III Criteria

1. After listening to a taped program, story, or other connected authentic discourse on a familiar topic, the student reports the listening experience in detail (orally or in writing). The student employs appropriate vocabulary, sequential organization, and specific retelling skills. The accuracy of recalled details increases over the year.

2. Individually or in small groups, the student listens to a news broadcast or talk show and summarizes and reports the listening experience. The student identifies inconsistencies, cultural and social references, biases, and applicability to his or her own life.

ASSESSMENT OF SPEAKING SKILLS

ESL I Criteria

Semester 1

1. In pairs or in small groups and with teacher prompts, students conduct personal interviews. Individual students may produce errors in pronunciation, intonation, grammar, syntax, and lexicon.

2. In pairs, students share information about a number of topics of social interest. A second student recalls and retells information to the first. The first student asks questions to clarify details as necessary.

3. In pairs or in groups and with teacher prompts (which use learned vocabulary), students create and orally present dialogues that show they can satisfy basic needs and/or exchange basic information.

Semester 2

1. In pairs or in small groups and with teacher prompts, students role play various situations (i.e. asking directions, making purchases, etc.). Students use different registers of speech according to the formality/informality of the given situation.

2. After reading a story or discussing current events, the student shares feelings or opinions (with another student and with the entire class) regarding life situations. The student answers questions from teacher and peers about personal feelings.

3. Using teacher prompts, the student gives a detailed oral report (using grammatically correct sentences) which describes aspects of life and native American culture.

4. Individually, in small groups, and/or with the entire class, the student communicates basic needs using grammatically correct speech patterns and gestures.

ESL II Criteria

Semester 1

1. In a small group, the student uses learned vocabulary to discuss a current topic of either public or personal interest. The student uses appropriate rate, volume, gestures, and (depending on cultural background) eye contact.

2. The student role plays an informal or formal situation (i.e. making an appointment). The student demonstrates the abovelisted communication skills, as well as appropriate register and avoidance of ambiguity.

3. The student discusses past and present activities and future plans.

Semester 2

1. The student gives a brief oral report on a topic from a content area class. The student demonstrates oral fluency and appropriate organization of ideas.

2. The student gives an oral report or a demonstration based on prior knowledge or experience.

3. The student engages in a small group discussion or conversation in response to a specific teacher prompt.

ESL III Criteria

1. After reviewing a picture or a group of pictures, the student gives a sequential order to the picture(s) and freely describes and interprets the picture(s). The student is at ease when speaking and uses appropriate rate, volume, gestures, facial expression, and eye contact. Diction is understandable (although an accent will be present) and speech is fluent.

2. In a five to ten minute oral report on a matter of personal interest, the student employs understandable pronunciation, target language speech patterns, necessary vocabulary, appropriate rate/volume, and etc. The student employs examples, explanations, comparisons, etc. and answers any follow-up questions from classmates.

3. In a small group and with a set of instructions, the student helps create and present a role-play. Each student uses vocabulary, registers, speech patterns, and organizational patterns necessary and appropriate to the role. The student uses reported speech, questions and answers for clarification, etc.

4. In an oral report on an academic topic, the student researches a topic and presents the results. The student demonstrates all of the skills listed above, cites authorities, and gives reasons for opinions.

5. Instead of an oral report, the student may choose to complete a project which involves research or problem-solving. The student presents the results orally to the class. This activity supplements the research paper in the writing component.

ASSESSMENT OF READING SKILLS

ESL I Criteria

Semester 1

1. The student reads sentences or paragraphs aloud and recognizes phonemic elements in order to pronounce new words.

2. Given pictures in magazines or on signs, the student identifies environmental print and develops sentences which incorporate vocabulary.

3. After reading a paragraph or short story, the student answers questions ("yes/no," some "wh-") which indicate comprehension.

Semester 2

1. After reading a short story, the student answers questions ("yes/no," all "wh-," including "how," "how many," "why," and tags) in grammatically structured sentences which indicate comprehension of the main idea and important details.

2. In a small group, the student reads narrative or expository writing and discusses the selection, compares/contrasts opinions, and justifies opinions based on previous experience.

3. After reading a selection, the student retells it in his or her own words and summarizes the main idea and key events.

ESL II Criteria

Semester 1

1. The student reads a short, simple newspaper or periodical article of personal interest and identifies the main idea and primary supporting details.

2. After reading a selection, the student answers questions based on information in the selection.

3. After reading a selection, the student discriminates fact from fiction and fact from opinion.

4. Given an unfamiliar selection, the student determines the meaning of new vocabulary using word attack skills learned in class.

Semester 2

1. After reading a selection, the student retells the story in his or her own words. The student summarizes the main idea and highlights the key events.

2. After reading a selection, the student identifies sequence, comparison/contrast, and or cause and effect patterns.

3. After reading a selection, the student predicts outcomes and makes inferences.

4. After selecting a topic to research, the student locates information in various sources (i.e., atlases, dictionaries, encyclopedias, etc.).

ESL III Criteria

1. Students read freely in English outside the classroom and document this activity with a reading log.

2. After reading a nonfiction selection, the student identifies the main idea and the facts which support that idea, understands the author's opinion expressed explicitly or by the tone of the material, and gives reasons for identifying the above as fact or opinion.

3. After reading an assigned (or self-chosen) literary text, the student summarizes the selection and analyzes it with literary terms as appropriate. The student uses new vocabulary from the text as needed. The student may compare the material to other texts in the home language or in English. The student gives his opinion of the text and explains that opinion.

4. Given a "blank dialogue" with only one part written, the student understands and responds in writing to functional questions with appropriate vocabulary and structures.

5. Given an unfinished narrative, the student writes an appropriate ending which demonstrates comprehension of the text.

6. The student receives a prompt from a literary piece read at an earlier time. Using information in the prompt and any other recalled information, the student writes a brief news report, an advertisement, a travel brochure, etc., to demonstrate comprehension of text and language and the ability to adapt language to various situations.

ASSESSMENT OF WRITING SKILLS

ESL I Criteria

Semester 1

1. The student writes dictated sentences or paragraphs from previously learned material or recombinations. The student uses correct spelling, punctuation, capitalization, and margins.

2. The student writes answers to questions about basic needs, social interactions, and/or other familiar topics from highly contextualized sources. The student uses correct tense and subject/verb agreement.

3. The student fills in vocabulary to complete sentences and modified *CLOZE* exercises based on previously learned material.

4. When given a group of words in random order, the student classifies vocabulary by category and develops lists.

Semester 2

1. The student writes a short paragraph, based on a teacher prompt, which demonstrates understanding of the topic and uses learned vocabulary. Ideas in the paragraph are logically ordered, detailed, and expressed in the present, present continuous, past, past continuous, and future tenses. Acceptable grammar, punctuation, spelling, and handwriting are expected.

2. In a small group, the student describes an individual or a family character. The description includes the personal attributes and activities of this character in a short story or several paragraphs. The student can answer questions about the character.

3. The student writes messages and personal letters in response to a particular teacher prompt.

ESL II Criteria

Semester 1

1. Given a topic, the student writes a cohesive paragraph which includes a main idea sentence, transition words, and supporting details.

2. Given short, specific writing assignments to complete during class, the student writes detailed journal entries; simple narrative, descriptive, and expository paragraphs; and samples of practical writing.

Semester 2

1. Given a topic, the student writes, revises, and re-writes a paper as needed.

2. Given a variety of topics, the student writes a paragraph or essay which employs comparison/contrast, cause/effect, or chronological order patterns.

3. Given a list of level-appropriate books, the student selects and reads a book and writes a book report which includes a brief summary of plot, character description, setting, and a statement of opinion with supporting detail.

ESL III Criteria

1. Throughout the year, in essays of five or more paragraphs, the student describes, defends, narrates, explains, compares/contrasts, or uses other techniques to develop a prompt selected from an array "brainstormed" by the class.

2. In the second semester, the student successfully completes a research paper or project which demonstrates reading and writing skills. The student's project demonstrates research and note-taking skills, the ability to combine ideas and integrate new and old knowledge, and the ability to communicate in writing.

   Some students are able to present only a brief paper with a few sources, while others are able to develop a paper with greater depth and breadth. All of the skills, as well as the individual abilities of the student, must be included in evaluations of the writing process and the finished product.

PORTFOLIO ASSESSMENT CONSIDERATIONS

1. The portfolio combines formal assessment data (standardized test results) and informal assessments to report the full range of student performance.

2. The portfolio must be tied to the overall goals and objectives of the class. These should be indicated and individualized. The material in the portfolio must represent the content and instructional activities of the program.

3. The portfolio should include a background statement about the student which indicates name, age, language, date of arrival in the U.S., school experience, program in each given year, and etc. The form for this information should be standardized, and it may be completed by the person who does the incoming assessment.

4. The portfolio should contain three sections (the contents of which should be set by a committee concerned with evaluation) as outlined below. The portfolio contents should include a variety of types of learning indicators; yet, it is important to be selective. Indicators might include the following:

   - The results of formal assessment instruments such as the *Functional Language Assessment* (FLA), the *Language Assessment Scales* (LAS), the *Test of Achievement and Proficiency* (TAP), *La Prueba*, and other native language tests.

   - Graded products such as classroom work, classroom tests, and writing from prompts; teacher checklists of observed skills and implemented learning strategies; anecdotal records written by the teacher, teacher aides, content-area teachers, administrators, and parents; records of observations during the year; etc.

   - Authentic, ungraded material: an autobiography, oral tapes of story-retelling and interviews (teacher/student and student/student), writing samples (including one or two pieces showing the writing process--notes, webbing, multiple drafts, revisions, final copies), dated prose pieces from outside the ESL class showing the use of written English in the content areas (number of pieces to be determined), a learner's diary, a reading log, student self-ratings, creative writing (poems, short stories, letters), video tapes, dialogue journals; student choices of their own best work, student reflections on the portfolio (or various parts of it), student reflections on learning English, etc.

5. For evaluation, a clear and objective set of criteria which assess essential achievement must be agreed upon by teachers and administrators. The criteria must be consistent with the curricular objectives and goals. Student self-assessments must be included. All judgments should be validated by using various methods of assessment to evaluate the same skill at different times during the school year.

6. The portfolio should follow the student from level to level and from teacher to teacher. The portfolio should show the student's individual progress over time.

7. Teachers must recognize that the portfolio will change over time. The student will be less involved with the portfolio at the beginning of its development and will become more involved as the portfolio's contents demonstrate student learning and improvement.

APPENDIX

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CHECKLISTS

INDICATORS OF EARLY READER LANGUAGE USE CHECKLIST*

Student:_____ Date:_____

	Beginning	Developing	Intermediate
An ability to process chunks of information			
An Ability to explain the author's purpose			

Oral Language Use

Student indicates:	Beginning	Developing	Intermediate
A comfort with language and its use in reading, writing, and speaking			
An ability to defend a position or answer with specific examples and explanation			
An ability to elaborate without further prompting questions			
An ability to formulate questions to get needed information			
An ability to apply prior knowledge to an explanation of the text			

Making Meaning With Writing

Student indicates:	Beginning	Developing	Intermediate
An ability to distinguish between drawing and writing			
An ability to use a form of scribble as writing			
A willingness to invent spelling for unknown words			
An ability to spell some words in a conventional way			
An ability to space letters and words correctly			
A willingness to revise writing			
An ability to use other forms of punctuation			
An ability to write words and sentences that can be read by others			

Writing Process

Student indicates:	Beginning	Developing	Intermediate
An understanding that writing is a process			
An ability to talk about what that they will write			
A willingness to revise writing			
An ability to use punctuation			
An ability to check spelling			
A willingness to share their writing			

* Adapted from: Sharp, Q.Q. (1990). *Evaluation: Whole Language checklists for evaluating your children.*

INTERPERSONAL AND ACADEMIC LANGUAGE SKILLS CHECKLIST*

NAME:_____ DATE:_____

DIRECTIONS: Please check skills which have been observed at an appropriate level in either English or the non-English language.

Contextualized/Non-cognitively Demanding	English	Non-English Language
1. Answers basic questions appropriately.	_____	_____
2. Exchanges common greetings.	_____	_____
3. Follows general classroom directions.	_____	_____
4. Participates in routine school activities.	_____	_____
5. Describes classroom objects or people.	_____	_____
6. Gives classroom commands to peers.	_____	_____
7. Participates in sharing time.	_____	_____
8. Retells a familiar story.	_____	_____
9. Initiates and maintains a coversation.	_____	_____
10. Follows along during oral reading.		
Decontextualized/Non-cognitively Demanding		
11. Decodes fluently.	_____	_____
12. Reads non-cognitively demanding information (notes, signs, directions, simple sentences, etc.)	_____	_____
13. Writes words and simple sentences.	_____	_____
14. Generates simple sentences.	_____	_____
15. Writes from dictation.	_____	_____
Contextualized/Cognitively Demanding		
16. Follows specific directions for academic tasks.	_____	_____
17. Uses terms for temporal (first, last) and spatial (top, bottom, left, etc.) concepts.	_____	_____
18. Asks/answers questions regarding academic topics.	_____	_____
19. Understands contextualized academic content.	_____	_____
20. Reads stories for literal comprehension.	_____	_____
Decontexualized/Cognitively Demanding		
21. Distinguishes main ideas from details (oral).	_____	_____
22. Predicts conclusions after listening to story.	_____	_____
23. Understands lectures on academic content.	_____	_____
24. Uses language to reason, analyze, synthesize.	_____	_____
25. Participates in academic discussions.	_____	_____
26. Reads content area information for comprehension.	_____	_____
27. Uses glossary, index, appendices, etc.	_____	_____
28. Writes meaningful short paragraphs.	_____	_____
29. Uses correct language mechanics.	_____	_____
30. Writes coherent stories or reports.	_____	_____

*Adapted from "Checklist for Language Skills" (Bernhard & Loera), and based on Cummins, J. (1982, February). "Tests, achievement, and bilingual students" (*Focus, 9*). Wheaton, MD: National Clearinghouse for Bilingual Education.

LITERACY DEVELOPMENT CHECKLIST*

STUDENT:_____ TEACHER:_____

SCHOOL:_____ ACADEMIC YEAR:_____

MARK: "E" - Effective "S" - Sometimes Effective "N" - Needs work

Reading Processes Quarter: 1 2 3 4

I. READING SKILLS

Comprehends oral stories_____
Reading vocabulary_____
Fluent decoding_____
Literal comprehension in reading_____
Inferential comprehension_____

II. INTEREST

Initiates own reading_____
Shows pleasure in reading_____
Selects books independently_____
Samples a variety of materials_____

III. APPLICATIONS

Participates in language experience story development_____
Participates in reading discussion groups_____
Writes appropriate dialogue journal entries_____
Chooses books of appropriate difficulty_____
Uses reading in written communication_____

IV. READING STRATEGIES

Monitors attention_____
Notices miscues that interfere with meaning_____
Infers meaning based on
Word clues_____
Sentence structure_____
Story structure_____
Prior experience_____
Summarizes main ideas or key events_____
Links details to main ideas_____
Remembers sequence of events_____
Predicts conclusions_____
Requests help if needed_____

* Adapted from materials developed by the National Council of Teachers of English and by The Writing Lab of the University of New Hampshire.

SELF-RATING STRATEGIES CHECKLIST*

STUDENT:_____ DATE:_____

TO THE STUDENT: Circle the number that best describes what really happens.

How often do you do each of the following things when you study for a test?

	Frequently	Ocassionally	Rarely
1. Read the material over a few times.	1	2	3
2. Take notes on what I read.	1	2	3
3. Make outlines of what I read.	1	2	3
4. Answer the questions in the book.	1	2	3
5. Work with somebody else to answer questions.	1	2	3

Do you do any of the following things when you read a chapter?

	Frequently	Occasionally	Rarely
6. Look ahead to see what it is about.	1	2	3
7. Know what questions I am trying to answer.	1	2	3
8. Stop and summarize.	1	2	3
9. Remind myself to pay attention.	1	2	3
10. Think about what else I know on the topic.	1	2	3
11. Try to find the main idea.	1	2	3
12. Try to find supporting ideas.	1	2	3
13. Use work clues to guess at meaning.	1	2	3
14. Take notes on important ideas.	1	2	3
15. Discuss what I read with others.	1	2	3
16. Read assigned library books.	1	2	3
17. Choose books from the library on my own.	1	2	3
18. Write what I think about my reading.	1	2	3
19. Look at the teacher's comments on my writing.	1	2	3
20. Write a full report on my reading.	1	2	3

What helps you with a word that you do not understand?

	Frequently	Occasionally	Rarely
21. Break the word into syllables.	1	2	3
22. Check the dictionary.	1	2	3
23. Figure out why the word is in the sentence.	1	2	3
24. Look at other words around it.	1	2	3
25. Ask the teacher or another student for help.	1	2	3

* Adapted from Applebee, A.N., Langer, J.A., & Jullis, I.V.S. (1988). *Who reads best?* Princeton, NJ: Educational Testing Service.

STUDENT SELF-RATING PROGRESS SHEET*

STUDENT: _____ **DATE:** _____

TO THE SUDENT: Circle the number that represents your progress.

1. The way I feel about my school work: happy 1 2 3 4 5 not happy
2. I can think of the right words: improving 1 2 3 4 5 not improving
3. My writing is: improving 1 2 3 4 5 not improving
4. My speaking is: improving 1 2 3 4 5 not improving
5. My reading abiltiy is: improving 1 2 3 4 5 not improving

FILL IN THE MISSING BLANK SPACES IN #6 AND #7

6. The thing that was hardest for me this week was _____

7. One important thing I learned was _____

MARK "X" FOR ITEMS THAT ARE "TRUE OF YOU" OR "NOT TRUE OF YOU."

	TRUE OF ME	NOT TRUE OF ME
8. I have enough time and space to do work at home.	_____	_____
9. I am very interested in the work of the past week.	_____	_____
10. The work is just the right difficulty for me.	_____	_____
11. I would like to do my work over again.	_____	_____
12. I would like to do more of this same kind of work.	_____	_____

* Adapted from Figure 2 in Bassano, S., & Christison, M.A. (1988). "Cooperative learning in the classroom." *TESOL Newsletter, 22*(2), 9.

THINKING SKILLS DEVELOPMENT QUESTIONS*

STUDENT: _____ TEACHER: _____

SCHOOL: _____ ACADEMIC YEAR: _____

MARK: "E" - Effective "S" - Sometimes Effective "N" - Needs Work

Thinking Skills	Quarter: 1	2	3	4
I. KNOWLEDGE (identification and recall of information)				
Who, what, when, where, how	__	__	__	__
Describe _____.	__	__	__	__
II. COMPREHENSION (organization and selection of facts and ideas)				
Retell story or information in own words	__	__	__	__
Tell the main idea of _____.	__	__	__	__
III. APPLICATION (use of facts, rules, principles)				
How is _____ an example of _____?	__	__	__	__
How is _____ related to _____?	__	__	__	__
Why is _____ important?	__	__	__	__
IV. ANALYSIS (separation of whole into parts)				
What are the parts or features of _____?	__	__	__	__
Classify _____ according to _____.	__	__	__	__
Outline/diagram/web _____.	__	__	__	__
How does _____ compare/contrast with _____?	__	__	__	__
What evidence can you present for _____?	__	__	__	__
V. SYNTHESIS (combination of ideas to form a new whole)				
What would you predict/infer from _____?	__	__	__	__
What ideas can you add to _____?	__	__	__	__
How would you create/design a new _____?	__	__	__	__
What might happen if you combined _____ with _____?	__	__	__	__
What solutions would you suggest for _____?	__	__	__	__
VI. EVALUATION (development of opinions, judgments, decisions)				
Do you agree with the statement that _____?	__	__	__	__
What do you think about _____?	__	__	__	__
What is the most important _____?	__	__	__	__
Prioritze _____ according to _____?	__	__	__	__
How would you decide about _____?	__	__	__	__
What criteria would you use to assess _____?	__	__	__	__

* Adapted from *Questioning for Quality Thinking*, Maryland State Department of Education.

WRITING DEVELOPMENT CHECKLIST

STUDENT: _____ TEACHER: _____

SCHOOL: _____ ACADEMIC YEAR: _____

MARK: "E" - Effective "S" - Sometimes Effective "N" - Needs Work

Writing Processes	Quarter:	1	2	3	4
I. PRE-WRITING STRATEGIES					
Formulates topics before writing		_	_	_	_
Considers approach to topic		_	_	_	_
II. WRITING STRATEGIES					
Monitors writing (rereads, reviews, backtracks)		_	_	_	_
Uses feedback from monitoring (revises, expands)		_	_	_	_
Uses non-conventional techniques when necessary to convey message (e.g., drawings, invented spellings)		_	_	_	_
Maintains writing pace by using "adaptive" techniques (e.g., skips a word, uses L1 substitutions)		_	_	_	_
III. POST-WRITING STRATEGIES					
Edits (word-level changes)		_	_	_	_
Revises (sentence-level changes)		_	_	_	_
Rewrites (composition-level changes)		_	_	_	_
IV. PRODUCT CHARACTERISTICS					
Content					
Gives enough but not too much information		_	_	_	_
Presents meaningful narrative		_	_	_	_
Demonstrates understanding of topic		_	_	_	_
Organization					
Presents ideas in meaningful order		_	_	_	_
Provides a smooth transition between ideas		_	_	_	_
Conventions					
Uses acceptable grammar, punctuation, spelling		_	_	_	_
Uses conventions as a tool rather than a rule		_	_	_	_
Attributes and Functions					
Writes appropriately for different audiences		_	_	_	_
Changes style ("tone," "voice") appropriately		_	_	_	_
Changes discourse appropriately (narrative, expository, etc.)		_	_	_	_
V. APPLICATIONS AND INTERESTS					
Writes for pleasure		_	_	_	_
Uses writing to communicate (letters, notes, etc.)		_	_	_	_
Actively seeks guidance in writing activities		_	_	_	_
Writes in subjects other than language arts		_	_	_	_
Participates in discussions about writing		_	_	_	_
Shares writing with others		_	_	_	_

INQUIRY FORM

Scope and Sequence
for
High School, English as a Second Language
Instruction

Department of Language and Cultural Education
Chicago Public Schools

Name _____

School _____ Mail Run _____

Phone Number_____ Date _____

Item 1.
Page Number ____ Reference (paragraph and line) _____

Inquiry (question/clarification) _____

_____

_____

_____

Item 2.
Page Number ____ Reference (paragraph and line) _____

Inquiry (question/clarification) _____

_____

_____

_____

Item 3.
Page Number ____ Reference (paragraph and line) _____

Inquiry (question/clarification) _____

_____

_____

_____

Complete, detach, fold, and staple closed. Return as indicated on the reverse side.
Thank you for your inquiry.

FOLD HERE

Mail Run #95

Chicago Public Schools
Department of Language
and Cultural Education
Central Service Center
6 West (s)